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9.—*The Latin Reader. From the fifth German Edition.* By FREDERICK JACOBS, Editor of the Greek Anthology, the Greek Reader, &c. Northampton. 1825. 12mo. pp. 150.

WE are glad to see another good schoolbook added to the number of those already in use for initiating children in the Latin tongue. The change in the state of learning and objects of education in modern times has produced, though tardily, a correspondent change in books of this class. From the revival of letters until within a few years the lisping learner was taught, in the first place, the elements of familiar conversation, conceived in terms, some of which were unknown to ancient Rome, and others were forced to stand for ideas which never entered the mind of a Roman. This was necessary in the time of Ludovicus Vives, and Erasmus, and Corderius; and these great men could hardly do a better service to the cause of newly awakened learning than to assist in training children, from their tenderest years, to a familiar use of the Latin, and a ready application of it to all subjects; for this was to supply them with the only instrument and vehicle of knowledge, and the only foundation of future distinction. Hence, Vives might well say, as he did in the dedication of his '*Institutio*,' '*Latinae linguæ permagnæ sunt, et ad loquendum et recte sentiendum, utilitates; est enim ea veluti thesaurus quidam omnis eruditionis;*' and Erasmus manifested an affectionate solicitude for his godson's welfare, when in the epistle to him, which he sent with his *Colloquies*, he says, '*A nobis curatum est ut prima linguæ tuæ balbuties Latinis literis formaretur.*'

But times are much changed. As long ago as the middle of the last century, it was said, '*The talking of Latin is so little used in England, that gentlemen, who understand the classics very well, would be hard put to it to maintain a quarter of an hour's conversation in that language;*' and at the present day, we believe, a much shorter task would be no less difficult to gentlemen of the same learning. On the continent of Europe, where, for various reasons, the art of conversing in Latin has longer continued to be cultivated, it is every day less practised, and when it is so, is regarded rather as an irksome necessity than the exhibition of a liberal and scholarlike attainment.

It is not our purpose here to speak of the advantages of classical learning; but we rank ourselves among its friends and advocates, and esteem every plan of liberal education as essentially defective, into which it does not enter for a large share. We therefore notice with satisfaction every change in the mode of teaching

it, which, by divesting it of a scholastic air, breaks off its alliance with pedantry, and applies it directly to its true use, in disciplining the understanding and forming the taste.

The 'Latin Reader,' by Professor Jacobs, is a counterpart to the 'Greek Reader' of the same learned author, which has already been some time before the public. For its publication we are indebted to Mr Bancroft, of the flourishing seminary at Northampton, who, in consulting the interests of his own pupils, has also gained a title to the thanks of others engaged in similar pursuits. In the editor's preface is given the following explanation of the objects of Professor Jacobs in the present work, taken from his German prefaces.

'According to the custom of our schools, the learning of Latin is begun in those tender years, when the understanding has hardly been exercised; and this study is almost the first, which awakens and directs the attention to abstract ideas. The first book is, therefore, so arranged, as not only to facilitate the acquisition of a mechanical knowledge of the Latin, but, what for the general purposes of education is far more important, to convey an idea of the formation and structure of the language.

'It is desirable, especially where there exist no monuments to remind us of the classic ages, to choose for the young mind subjects, which shall at once lead to some knowledge of antiquity. It is not unimportant, what topics are presented as first exercises. No age should be little esteemed; and those who are to become scholars should never be employed upon subjects, which can excite no interest and impart no instruction. Above all things they must be early introduced into the ancient world, that their first associations may be connected with it. In this view it will be acceptable that an outline of the history of Rome, and some geographical notices of the ancient world are introduced.

'The pupil may be employed upon the easiest lessons in the Reader, as soon as he has become familiar with the declension of the nouns and the regular conjugations. The exclusive study of grammar retards the learner. He must soon begin to read, and, while he is thus exercising all that he has learnt, be made to continue the study of the elements. He will find his progress in reading attended with no increasing difficulty, as the work is so carefully arranged that there exist no rapid transitions.'

'The editor, in publishing this work in America, has been influenced by a sincere belief, that it forms an easy introduction to the language and character of the Roman world.'

One objection to the books in present use, with which this comes in competition, is, that they are wholly or in part made up of Jewish history, and so far, however pure their style may be, their

subjects and the associations they awaken, are foreign from Roman literature and adverse to the formation of a just taste in it; while, considered as a part of the Scriptures, they fall under that rule of propriety, which, it is agreed, should rescue the Greek Testament from the hands of the younger class of learners.

It is worthy of remark that this little volume is printed with uncommon neatness without being sumptuous, and from our examination of it, we are inclined to think it excels in that minute accuracy so important in schoolbooks. In some instances the student is guided to a right pronunciation, by a mark denoting the quantity of the penult syllable, when it depends on authority only. We wish the same had been done in all words of this description. Many learn some Latin, and turn it to good account, who yet never acquire skill in prosody. Their studies are broken off before their ear is formed by the often repeated oral corrections of the instructor; and it is with painful uncertainty, in after life, that they venture to pronounce a quotation, because when the orthography and meaning of the terms were first learned, a just accent was not associated with them.

The volume of the Latin Reader now published embraces only the first of three parts, into which the whole work is divided. Mr Bancroft expresses in the preface his intention, if the first should be successful, to publish the second; and we are happy to learn that this is now in the press.

- 10.—*A Historical Narrative of the Civil and Military Services of Major General William H. Harrison, and a Vindication of his Character and Conduct as a Statesman, a Citizen, and a Soldier; with a Detail of his Negotiations and Wars with the Indians, until the final Overthrow of the celebrated Chief Tecumseh, and his Brother the Prophet; the whole written and compiled from original and authentic Documents, furnished by many of the most respectable Characters in the United States.* By MOSES DAWSON. Cincinnati. 1824. 8vo. pp. 464.

IN its literary execution this is a clumsy and ill digested book, apparently written and printed in part, before the author had made up his mind at what point, or in what manner, it would be brought to a close. It is overloaded with public documents and private letters, and contains a great deal of diffuse, heavy matter, which should have been abridged, and presented in a more condensed and attractive form. To add to the reader's despair,